

**Carlton School
Continuous Progress Innovation School
Prospectus**

February 7, 2010



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Innovation School Information Sheet

This sheet must be included in all prospectus submissions.

Proposed Innovation School Name:	Carlton School
Full/Partial Conversion or New:	Conversion
Proposed School Address (if known):	10 Skerry Street Salem, MA 01970
Primary Contact Name:	Jean-Marie Kahn, Principal
Primary Contact Phone Number(s) :	978-740-1280
Primary Contact Fax Number(s) :	978-740-1283
Primary Contact Email Address:	jeanmariekahn@SalemK12.org

If conversion:

Existing School Name:	Carlton School
Existing School Address:	10 Skerry Street Salem, MA 01970

Proposed Innovation School opening school year: ☐ 2011-2012 ☒ 2012-2013
 Proposed duration of innovation plan (up to five years): ☐ 3 years ☐ 4 years ☒ 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	K-5	260	48
Second Year	K-5	260	48
Third Year	K-5	260	48
Fourth Year	K-5	260	48
Fifth Year	K-5	260	48
...			
At Full Enrollment	K-5	260	48

Will this school serve students from multiple districts? ☐ Yes ☒ No

If yes, list the towns/cities in the proposed regions.

_____	_____	_____
_____	_____	_____
_____	_____	_____

If yes, list the school districts (including regional school districts) in the proposed region.
 (Use additional sheets if necessary):

_____	_____	_____
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Innovation School Prospectus Certification Statement

Proposed Innovation School Name:	Carlton School
Proposed City/Town Location:	Salem, Massachusetts

I hereby certify that the information submitted in this prospectus is true to the best of my knowledge and belief.

Signature of Authorized Person _____ **Date** _____

Authorized Person Information	
Print/Type Name:	Jean-Marie Kahn
Address:	10 Skerry Street Salem, MA 01970
Phone Number:	978-740-1280
Fax Number:	978-740-1283
Email Address:	jeanmariekahn@SalemK12.org

Executive Summary:

The Carlton School is a small elementary school that serves 210 students in grades K-5 in Salem, Massachusetts. Housed in a “Green Building” built in 2004, the Carlton strives to incorporate environmental and marine science studies into the everyday curriculum. Currently the school has 13 classrooms. Over the past 4 years the school has added one additional class with the goal of doubling the size of the student population by 2012. Over the past five years the Carlton has struggled to make AYP in MCAS testing for both aggregate and sub-groups. In addition, the school has experienced high turnover in leadership, with three principals over a six-year span. To address the need for improvement, the professional staff of the Carlton School proposes the following plans for innovation school status.

The Continuous Progress Innovation School at the Carlton will emphasize an individual approach to teaching and learning. The structure of both the school and the curriculum are key supports to the continuous progress of each student and the overall improvement of the school. The following innovations are proposed to transition to a Continuous Progress school.

School Structure:

- Students will be placed in multiage classrooms within team levels, as opposed to traditional grade levels. These team levels are indicated in table below.
- Students will remain in the same classroom with the same teacher for up to two and one-half years depending on the student’s progress in standards achievement.
- Students will transition to the next team level at various times within the school year.
- Kindergarteners will begin school in the trimester of his/her fifth birthday
- The school will add 90 minutes to the instructional day

Curriculum and Instructional Structure:

- The core subjects of reading, writing and math will be taught using a workshop model with intensive and targeted small group instruction
- Content area subjects will be taught using inquiry and project based methods
- Standards based continuums will be developed for each team level in each core subject
- Common assessments will be selected and developed to assess each standard
- Teachers will use these tools to guide their instruction of students on a daily basis
- Students will be placed in flexible and fluid groups based upon his/her progress in that subject.
- Every student will participate in a success period to receive a double dose of instruction in that student’s area of greatest need

These innovations in the structure and curriculum will support the teaching and learning of individual students as their continuous academic progress is prioritized. This tailored instruction will improve student achievement.

Key players who have had input to the Carlton Innovation School process to date – Carlton principal and teachers, District administration, along with the entire School Committee – are very excited about the achievable goals of the Carlton Innovation School. However, all team members feel strongly that, in order to “do it right,” the planning committee needs more than three to six months to plan an educational process and structure that is going to greatly improve students’ educational achievement and positively impact their possibilities for the long term.

Doing it right involves a diverse group of individuals and interests not just studying and understanding an educational philosophy but working together to engage the process and actualize the mission, vision and goals of the Carlton Innovation School. Many hours of work, meetings and restructuring along with the development of strategic details and tactics are required prior to implementation or opening of the Carlton Innovation School. These tasks include a careful study of the Common Core Standards, aligning the standards with common assessments across a developmental age span, creating a new report card, redesigning curriculum and instruction to meet the standards in a way that supports individualized teaching, and training teachers and securing materials to teach and assess diagnostically.

The commitment of the District administration and the Salem School Committee to the Carlton Innovation School is such that, funds will be set aside in Year 2 of the District’s RTTT grant application for the planning of the Carlton Innovation School. Additionally, if needed, District administration will commit operational funds to the planning process for FY12.

Public Statement:

The Carlton School is an urban K-5 school serving approximately 210 students. To improve student learning we will use a continuous progress approach by:

- Using multiage, ungraded classroom settings, and flexible grouping based on needs
- Individualizing instruction and assessment to target each student’s individual needs
- Increasing the school day to allow for more instructional time
- Using project-based inquiry to investigate science and social studies topics

A continuous progress approach utilizes instruction targeted to the student’s learning needs and his/her unique learning progress. Each student advances or progresses at his/her own pace.

I. Innovation School Mission, Vision, and Statement of Need

A. Mission Statement

The mission of the Carlton School is to meet the needs of each individual student in a systematic and rigorous manner using a continuous progress approach to learning. Every child will be successful because their academic needs will be met according to their individual progress along a learning continuum. By placing importance on the individual student, as opposed to classroom cohorts, students will receive diagnostic instruction on a daily basis, resulting in greater academic achievement. Students will exhibit leadership, responsibility, kindness, creativity and initiative.

B. Vision Statement

The structure of the Carlton School will support the individualized teaching of each Carlton student ensuring his or her continuous academic progress. Students and teachers will work with intention, purpose and cognitive clarity. By using a multiage approach, without grade level distinctions, students will progress at a developmentally appropriate rate that is individualized in nature. With a longer school day students will receive intensive instruction in reading, writing, and math that is explicitly driven by the assessment and instruction cycle. The school will also embrace a multi-disciplined and inquiry-based approach to science and social studies, which also incorporates the core subjects of reading, writing and math. Continuous Progress teaching will be achieved through collaboration and teams of teachers and students working together towards continuous achievement.

C. Statement of Need

The innovations proposed in this document are necessary to improve student learning for two significant reasons. First, our current population is not responding to our current instruction at a level that suggests improvement for both the individual students and the school as a whole. We believe by individualizing instruction students will have greater academic achievement. Second, teachers and students need a school structure that simultaneously supports and encourages a focus on achievement and rigor through collaboration and inquiry. To address this need, teachers require improved institutional supports, providing them with autonomy and flexibility to individualize instruction to meet the unique needs of each student. Reorganizing the school structure begins to put supports in place that will lead to improvement in achievement for the Carlton students.

Student Population:

The Carlton School has a diverse population of 210 students, and will reach capacity at 260, by 2012. As a Title I school, with Universal Breakfast, 72% of our students are low income. In addition, 33% of our students have special education IEPs. In 2008 we had 2 students with ELL services, and in 2011 we have 40 students. To respond to this rapid growth we have added a full time ELL teacher and a part time ELL tutor with a more comprehensive program to be put in place in the fall of 2011. We are acutely aware of the “at-risk” designation of our students, as we are involved with social services, homeless shelters and mental health providers for our students on a weekly basis. Our School Council is currently working on a grant to bring the Backpack Project to the Carlton School through the Feeding America organization.

Please See Below

2009-2010 MCAS Results

Grade and Subject	% of students testing at:				SGP
	Above Proficient	Proficient	Needs Improvement	Warning	
3 rd grade ELA	13	35	48	4	N/A
3 rd grade Math	0	39	43	17	N/A
4 th grade ELA	3	17	57	23	33.0
4 th grade Math	3	17	67	13	44.0
5 th grade ELA	5	27	50	18	47.0
5 th grade Math	5	9	45	41	60.5
5 th grade Science and Technology	5	18	59	18	N/A

The majority of Carlton School students tested at the needs improvement or warning level in 2010, as was the trend for the past four years. The Carlton School's NCLB accountability status is currently Corrective Action for ELA and Improvement Year 2 for subgroups in math.

Specific Issues that can be addressed through the innovation school:

Currently the Carlton School follows a traditional structure and the district's traditional curriculum, most notably Everyday Math and Superkids Literacy. These curricula are based on a grade level cohort model, suggesting that all students learn at the same pace and have the same instructional needs. This often requires significant differentiation by the teacher, which is rarely diagnostic and only sometimes appropriate to individual student needs. This takes significant time and effort to restructure, re-teach, and redesign the curriculum for many of the students. The structure of the school and curriculum is not supportive of teachers' efforts or conducive to high levels of student learning and performance.

By gaining autonomy from the district curriculum requirements and the centralized oversight and flexibility with grade level designations, we will be able to prioritize student growth and continuous progress without the requirements that are designed to serve whole classrooms. For example, Everyday Math is based on a spiral curriculum. This is problematic for our students, largely because we have a relatively high turnover rate. This means that many of our students cannot benefit from the spiral simply because they are not present for the initial or follow up instruction. With some flexibility we can use many of the lessons that emphasize higher-level thinking, while placing a greater importance on individual mastery of concepts and standards. In reading, the bulk of instructional time will be spent meeting with small groups of readers as opposed to the whole class lessons required within the Superkids curriculum. This flexibility is needed to address individual needs on a broader scope than the district curriculum currently allows.

Community Support:

The idea for a continuous progress school in Salem, Massachusetts, was originated by a study group appointed by the School Committee. This study group collected information about other continuous progress schools around the nation and visited a school in Beech Grove, Indiana. A significant amount of information was collected and presented to the School Committee. Many of their recommendations are in this proposal.

During the initial conversations about the possibility of an innovation school based on the continuous progress concept, parents of current students and prospective kindergarteners have inquired and shown significant interest in the school. Some parents have expressed some apprehension, but most parents are interested in becoming part of the process through the transition.

Most notably, this prospectus was created through the incredible collaboration of the teachers and staff at the Carlton School. This prospectus reflects their professionalism, talent and dedication to the students of the Carlton School.

D. Partnerships

The Carlton School has current partnerships with the following organizations that will continue to develop through our transition to a continuous progress innovation school. These partnerships are not explicitly connected to the innovation status.

- Salem State University
- Massachusetts District and School Assistance Centers, DSAC
- Salem Sound Coast Watch
- Salem Education Foundation
- Lesley University
- Peabody Essex Museum, PEM

Please See Next Page

II. How will Autonomy and Flexibility Be Used To Improve School Performance and Student Achievement?

A. Curriculum, Instruction, and Assessment

In order to support the individualized teaching of each student the school will abandon the traditional grade level cohort model, instead placing students in the following multiage classrooms within a larger team distinction:

Team	Age-Range	Minimum transition age	Number of classrooms in the school	Traditional grade range
Green (New Entrants)	5.0-6.0 with the option of remaining until 6.5	6	2	Kindergarten
Blue	6.0-8.0 with the option of remaining until 8.5 or 9.0	8	5	1-2
Red	8.0-9.5 with the option of remaining until 10.0	9	3	3
White	9.0-11.5 with the option of remaining until 12.0	11	5	4-5

During the week before the start of school each student will have an assessment appointment with his or her teacher. This will help the teacher to create small group assignments and set progress goals for each student. Specialist teachers will also participate in the assessment appointments. By conducting the intricate assessments prior to starting school, class time dedicated to instruction can begin right away.

A student traditionally entering kindergarten will begin school during the trimester of his/her fifth birthday. Prior to arriving at school students will be assessed with an enhanced screening, containing additional assessments that will allow the teacher to place a student along the standards continuum.

Students will remain in their classroom until they have reached the minimum transition age and the required standards for that team - roughly two full calendar years. This means that a student will move to the next team at the conclusion of the trimester, based on his/her individual progress instead of at the conclusion of the school year. The structure of these teams and the use of a standards based continuum for each team ensure developmental flexibility within an appropriate socio-emotional peer group. Prior to a

move to the next team a conference will be held with the current teacher, next teacher, academic specialists, the parents and the principal to plan out a smooth transition. In order to plan for students' transition to the middle school (in the fall), the White team will meet with sixth grade teachers to embed expectations in the standards continuum.

Students at the Carlton Elementary will begin their day with a Success Period and breakfast. During this Success Period, students will receive an extra dose of intensive literacy or math instruction in small groups based on their diagnostic needs.

The curriculum for our continuous progress innovation school will be derived from the Common Core Standards or the standards that are in place at that time. Using these documents, a continuum of standards will be developed for each level of classroom in reading, writing and math. These standards continuums will reflect developmentally appropriate standards of achievement within each strand. For example part of the reading continuum may look similar to the chart below:

Reading Standards for Blue Team (Age range 6.0-8.0)																
Text reading	----- Literature -----								Informational text							
	Ask and answer questions about key details in a text.		Retell stories, including key details, and demonstrate understanding of their central message or lesson.		Describe characters, settings, and major events in a story, using key details		Ask and answer questions about key details in a text.		Identify the main topic and retell key details of a text.		Describe the connection between two individuals, events, ideas, or pieces of information in a text.					
	I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____					
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		Describe how characters in a story respond to major events and challenges.		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.					
	I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____		I: _____ D: _____ M: _____					
Text Level	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
G: Guided I: Independent	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	G:____ I: ____	

These continuums will contain all the literacy and math standards that the student is expected to reach during their time with in that classroom. Teachers will use these continuums to record the date at which a student was introduced to the standard (I), when the student demonstrated that he/she was developing with support toward the standard (D) and when the student mastered the standard as evidenced by a common assessment (M). This is only a small sample of how the continuum may look once developed. A key

part of these continuums will be based on Fountas and Pinnell's *Continuum of Literacy Learning*.

Students will engage in three rigorous 60-90 minute workshops for each core subject of reading, writing and math. This model will consist of a multilevel mini-lesson that challenges students to think about the concept in a sophisticated way. Then, students will break into small groups and individual workstations with other classrooms at that team level. During this time the Team (3-4 classrooms at the same age range) will be flooded with specialist teachers for small - ability based - group instruction, individual conferences, and assessment tracking. This flooding will ensure that each student is instructed at the cutting edge of his or her ability, making progress and growth the priority of teachers, students and parents. Small group instruction will consist of guided reading, phonics lessons, guided writing and math target lessons. Students will be grouped based on their progress across the standards continuum and performance on common assessments. Placement in groups will be fluid and reflect the student's progress in that core subject at any given time. In this way students will have a team of teachers responsible for their continuous progress. At the conclusion of this time a short share period will allow students to reflect on how the mini-lesson applied to their small group and individualized work.

At the Carlton School, assessment will be intrinsically connected to daily instruction. Teacher observations and mini assessments, such as checklists, performance tasks (known as "Can Do" tasks), and running records, will be recorded on the standards continuum and collected in each student's diagnostic portfolio along with work samples. In addition, when a student is ready to demonstrate mastery of a standard, the student will be given a common assessment for that standard. Common assessments will consist of assessments already used in the school such as DRA, Benchmark Assessment Kits and Math Unit tests, in addition to newly developed or purchased assessments based on the standards. The assessment results will determine the student's placement in small group instruction and the teacher's goals for instruction the following day. These assessments will be shared with both the parent and the student on a regular basis.

During the afternoon students will engage in whole school themes in science and social studies to explore topics through inquiry and project-based methods. Instruction in science and social studies will take place in a separate block of time and within heterogeneous whole class groups, where students are able to apply their reading, writing and mathematical achievements. Instruction will be multi-disciplinary with the expertise of specialist teachers in art, music, physical education, and technology. This is an opportunity to further extend our green curriculum and science block as incorporated within our Green Building and organic garden. This infrastructure will further the hands-on nature of our science and social studies curriculum.

Because our instructional approach and curriculum will change significantly, it is important that our communication with parents about their child's progress across the standards will also change. We will need autonomy and flexibility to create a new report card that will show the student's progress across the standards continuum. This report card will also provide a narrative of the teacher's goals for the student in reading, writing and math and

ways that parents can help with those goals at home. Teachers will also use a portfolio containing all common assessments and examples of student work to support the teacher's recording of progress along the continuum. This will be shared at parent-teacher conferences as well as transition meetings.

Approach to Literacy:

The goal of literacy instruction is for students to read and write complex texts in sophisticated ways. We will use a balanced approach to literacy instruction focusing on Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency with careful assessment that tracks progress. Using the workshop model, students will receive targeted instruction in weaker areas with lots of opportunity to read and write in meaningful ways each day.

Approach to Numeracy:

Using pieces of our Everyday Math curriculum and the standards, we will reorganize the lessons to focus on mastery of concepts with structured review opportunities. We will also supplement with other mathematic resources for the areas in which Everyday Math is less comprehensive. This will balance mathematical thinking with fluency in mathematical operations.

Students with Special Needs and English Language Learners:

The Carlton School currently houses three multiage, substantially separate classrooms for students with Specific Learning Disabilities, mostly language based reading difficulties. In the fall of 2011 the Carlton School will add two small Newcomer classrooms for ELL students at the beginner level in grades 1 and 2. As we transition to innovation status these special populations will remain at the Carlton and be mainstreamed for various subjects when appropriate. However, these classrooms will use the same curriculum as the rest of the school with more specialized instruction as needed in small groups.

Inclusion students and non-beginner ELL students will also benefit from the continuous progress structure and curriculum. Students will continue to get the services outlined on their Individual Education Plans, but also benefit from more personalized instruction in the regular classroom. By using the standards continuum, expectations will remain high and accommodations and modifications can be tracked closely and linked to student progress. These students will also benefit from the Success Period where every student gets an extra dose of targeted small group instruction in the area that he/she needs the most.

These innovations will raise student achievement because teachers will focus their instruction on the specific needs of each child, as opposed to delivering mandated curricula that is designed for large groups.

B. Schedule and Calendar

The school year will be the traditional 180 days; however, an optional extended year program in the arts and sciences could be available to students for an additional 3 weeks in

the summer. We will use the week before school begins to assess each student during scheduled appointments.

We will add 90 minutes to the school day to accommodate the Success Period and allow for content instruction in the afternoon. Teachers will need an additional preparation period to accommodate for the additional assessments and instructional planning. In addition, collaboration time and continuation of current Professional Learning Community meetings will need to be added to support teachers. Monthly ½ day Professional Development Days will need to focus on the assessment and instruction cycle of the school, instead of district curriculum meetings that will not pertain to the school.

C. Staffing

Because this is a conversion school, the goal is to retain current staff and provide for flex scheduling to accommodate teachers' needs as well as increase the total number of staff to meet the individual needs of all our students.

The school is closing in on a six-year process of increasing the number of classrooms from 6 to 12. As we finish this process, we need to increase our support staff by adding an additional reading teacher, one Red team teacher and two White team teachers, an additional inclusion specialist, 2 ELL classroom teachers, 2 ELL support teachers and one bilingual office paraprofessional to help communicate with Spanish-speaking families. With the exception of the additional Red team teacher these additions will be needed even if the school does not become an innovation school. To support the fluid grouping strategy of the innovation school, additional inclusion specialist teachers and paraprofessionals will be needed. Our goal for both workshop teaching and theme based content instruction is to have a team of teachers responsible for the academic achievement of each child, not just the classroom teacher.

D. Professional Development

Professional development will be an important part of the innovation school development, both before implementation and during implementation.

Professional work:

1. Selection and sequencing of standards for each Standards Continuum for each team per core subject of reading, writing, and math.
2. Assignment and creation of common assessments for each standard on the continuum, within a team level.
3. Selection of a variety of materials, texts and instructional approaches to meet each standard within a team level.
4. Design of a math workshop model for math instruction.
5. Selection and sequencing of content based themes based upon Massachusetts Curriculum Frameworks in science and social studies.

6. Creation of inquiry and project based thematic units for selected topics which emphasize the high order thinking and research needed to be a scientist and social scientist.

Prior to opening, significant professional development will be needed in the following areas:

1. Common Core Standards and connection to Massachusetts Curriculum Frameworks
2. Reading and Writing workshops (Fountas and Pinnell, Lucy Calkins, Harvey and Goudvis)
3. Exposure to additional math curriculums and approaches (Terc, Singapore)
4. Common assessments

Ongoing Professional Development will be provided through:

1. Professional Learning Communities
2. Text-based Study Groups
3. Conferences
4. Workshops

E. District policies and Procedures

The Carlton School will need flexibility with the following district policies:

Adjustments to the kindergarten enrollment process will be needed to accommodate the Carlton School's policy of beginning school based on a student's birthday, as opposed to the traditional September start for all students.

A student's academic progress will designate student advancement to the next team based on benchmark mastery and age. This is different from the district's traditional grade designations and school calendar.

Professional development will need to be tailored to the specific needs of the Carlton teachers.

F. Budget

In order to provide for instruction and assessment, the Carlton School will need autonomy and flexibility in the budgeting process in the following ways:

Additional money will be needed to pay teachers and staff for the extended day.

Additional money will be needed to pay for professional development.

Additional staffing will be needed to address the workshop model and flexible grouping.

Additional money for materials will be needed to reinforce and supplement the social studies and science curriculums.

The Carlton School will de-prioritize the need to purchase district curriculum workbooks in certain grade levels and, instead, use these funds to pay for additional staffing. We will also be drawing from more than one program resource and developing our own flexible curriculum.

III. Capacity of Applicant Group

The teachers, staff and leadership of the Carlton School are seeking innovation status as a group. Every member of the current staff is a highly qualified teacher, even though teachers are at varying stages in their career. The applicant group is very reflective in practice and seeks to share with each other their strengths and needs as professionals. As a group of individual teachers who strive to continually learn, it is exciting for us to prioritize the growth of our students within this innovative structure. The group will be led by Jean-Marie Kahn, the current principal, who has extensive experience in curriculum, assessment and instruction. While the ideas written in this document were a collective effort, occurring in several phases, the primary author is Jean-Marie Kahn, principal. Additionally, the City of Salem and Salem Schools have a long history of financial management and grants management in order to successfully conduct this grant and comply with all regulations and contract requirements.

Please See Next Page

IV. Required Attachments

A. Resume of Applicant:

JEAN-MARIE C. KAHN

378 Salem Street, North Andover, MA 01845

978-258-9747

jeanmariekahn@SalemK12.org

EDUCATION

UNIVERSITY OF MASSACHUSETTS LOWELL, Lowell, MA

Candidate: Ed. D. Leadership in Schooling, Anticipated Graduation: Fall 2012

LESLEY UNIVERSITY, Cambridge, MA

M.Ed. Consulting Teacher of Reading, 2002

WHEATON COLLEGE, Norton, MA

B.A. History and Elementary Education, 1998, *cum laude*

Banning-Ford Prize in Education for Excellence in Student Teaching

UNIVERSITY OF OTAGO, Dunedin, New Zealand, 1997

Wheaton Fellow for International Work Study Award: Kindergarten Literacy and Reading Recovery

PROFESSIONAL CERTIFICATION AND LICENSURE

- Massachusetts Initial Administrator Principal/Assistant Principal, PreK-6, License # 368636, Expiration June 2015
- National Board Teacher Certification: Literacy and Language Arts, Middle Childhood, Ages 3-12, License #01190455, Expiration: November 21, 2018
- Massachusetts Professional Teacher License in Specialist Teacher of Reading, All Levels, License #368636, Expiration January 19, 2013
- Massachusetts Professional Teacher License in Elementary Education, Grades 1-6, License #368636, Expiration January 19, 2013

ELEMENTARY EXPERIENCE

Carlton School, Salem Public Schools, Salem, MA

Principal

2010-present

- Establish a positive school culture and climate
- Lead staff to collaboratively select, teach and reinforce the Carlton core values: Caring, Effort, Curiosity and Community
- Established weekly professional learning community meetings with teachers and specialists to discuss and share instructional techniques
- Founded the school-wide Read-at-Home Book Bag project, increasing independent reading in school and at home
- Led teachers in the development of an assessment wall, tracking the text level of each student every month. This wall is used for discussion and reflection, planning instruction and interventions.

E.C. Vining School, Billerica Public Schools, Billerica, MA

Administrative Principal/Assistant Principal Apprenticeship

2009-2010

- Use technology and assessment walls to lead staff in collecting, organizing and analyzing data to inform instruction

- Lead Professional Learning Communities to develop, implement and assess SMART goals using MCAS results analysis
- Select and purchase professional development and curriculum materials
- Plan and implement professional development for faculty
- Collaboratively establish building-based common assessments for Standards Based Report Card

Literacy Coach, Reading Specialist, and Reading Recovery Teacher 2006-2010

- Building leader for Language Arts Curriculum in school that exceeds AYP improvement standards for district and state English MCAS, and well above typical range in Student Growth Model
- Led team in development of district Literacy Plan and participated in DESE's pilot program
- Led team of teachers to research, select and implement writing workshop curriculum, leading to significant increase in Topic Development scores MCAS Long Composition
- Led teachers in the development and use of common assessments for Standards Based report Cards
- Observe and provide critical feedback to classroom teachers in literacy instruction
- Reading Recovery Teacher and Leveled Literacy Interventionist for struggling students
- Established ongoing enrichment book clubs for students reading significantly above grade level
- Formally assess and consult for Individualized Education Plans and services

Classroom Teacher, Kindergarten, 1st and 5th Grades 2001-2006

- Planned and implemented a balanced literacy reading program, including guided reading, shared reading, literature circles, writing workshop and technology communication
- Created manipulative based math units integrating understanding and process
- Created exciting hands on activities for integrated science and social studies
- Taught after school enrichment in multi media and technology

Pollard School, Plaistow, NH

Classroom Teacher, 4th Grade 1998-1999

- Taught both regular and special needs students in a regular classroom setting
- Planned and implemented a literature based reading program
- Taught Internet and computer skills to help students develop content research skills

Northeast Valley Normal School, Dunedin, New Zealand

Student Teacher, ages 5-10 Spring/Summer 1997

- Co-taught and taught Kindergarten students ages 5 to 6, reading and writing
- Created cultural awareness curriculum using e-mail and the internet for international exchange
- Participated in Reading Recovery training and teaching sessions with students 5 to 6 years old

LITERACY CONSULTANT

Billerica Public Schools, Billerica, MA

2008-Present

Literacy Consultant

- Provide consulting services to assist with the implementation of Response to Intervention in elementary schools
- Consult with central office administration about the strengths and needs of literacy curriculum and instruction in elementary schools
- Helped to design and write professional development grants and district wide literacy plans
- Designed and presented a workshop based on the Month-by-Month Phonics program (Patricia Cunningham) for classroom teachers

Haverhill Public Schools, Haverhill, MA

2005-2008

Literacy Consultant

- Designed and taught graduate courses for high school teachers from various disciplines on using reading strategies across the curriculum

- Designed and taught graduate course for English teachers grades 9, 10, & 12, that focused on using comprehension strategies to improve reading performance
 - Created and taught a graduate course on Whole-to-Part reading diagnosis for the special education department using the QRI to discover students' strengths and weaknesses
 - Served as mentor and literacy coach for new English teachers working with struggling readers
- Pittsfield Elementary School, Pittsfield, NH 2002-2003
- Literacy Consultant*
- Facilitated Grade Level Teams in the use and interpretation of literacy assessment to guide classroom teaching and small group intervention
- Lesson One Foundation, Boston, MA
- Education Consultant, Curriculum Coordinator, Pre-K to 5th Grade* 1999-2001
- Conducted violence prevention curriculum workshops for students, parents, and teachers in urban, sub-urban, and rural schools a, based on life skills such as accountability and self control; extensive travel to over 15 schools and 5 states across the country
 - Wrote grants for operational money and school programs and consulted with board of directors on business and marketing decisions

UNIVERSITY TEACHING EXPERIENCE

- Lesley University Graduate Instructor: 2003-Present
- EEDUC 5121: Literacy and the Integration of the Language Arts
 - EEDUC 5138: Language, Literacy and the Arts for Primary Grades
 - EEDUC 5137: Language, Literacy and the Arts for the Early Years
 - EEDUC 5104: Literature for Children and Young Adults
 - EEDUC 7105: Practicum: Interactive Assessment and Instruction for Literacy
 - Practicum Supervisor: Consulting Teacher of Reading
 - Mentor for new adjunct faculty
- Wheelock Graduate Instructor: 2004-Present
- RDG 558: Multicultural Children's Literature
 - RDG 537/EDU 327: Developing Literacy for Diverse Learners
 - RDG 625/EDU 328: Language and Literacy Development in Early Childhood
- Billerica Public Schools In-Service Course Instructor 2003-Present
- Introduction to Balanced Literacy
 - Using Comprehension Strategies with Literature Circles
 - Instructional Decision Making in Guided Reading

SERVICE TO THE FIELD

- Building Literacy Leader for Vining Elementary School, Billerica, MA 2001-Present
- Served on the steering committee for the district wide Literacy Plan
 - Model teaching strategies and organization of Literature Circles
 - Consult with teachers grades K-5 on the integration of a balanced literacy program
 - Model informal literacy assessment techniques for classroom teachers
- Conference Presenter, Haverhill Public Schools Annual Literacy Event April 2009
- Presented two 45 minute interactive workshops for teachers and administrators
- Served on School Council for Vining Elementary School, Billerica, MA 2001-2003
- Designed and Implemented a Family Math Night for Grades K-2 and 3-5
 - Facilitated the hiring of a Math Consultant and consulted regarding the design of professional development in manipulative based math program
 - Attended regional math conferences
- Served on Professional Development Committee for Billerica Public Schools 2002-2003

- Assisted committee in deciding the type of professional development to be offered in the district
Served on Benchmarking Committee for Billerica Public Schools 2002-2003
- Worked to align Billerica Elementary Curriculum to the Massachusetts Curriculum Frameworks
Wrote the 5th grade Language Arts Curriculum for the Billerica Public Schools June 2003
- America Reads Challenge Administrator, Wheaton College, Norton, MA 1997-1998
- Interviewed, hired, and placed reading tutors throughout the community
- Developed training system and curriculum for the Wheaton College America Reads Tutors

SPECIAL INTERESTS

Massachusetts Elementary School Principals Association Member, ASCD Member, International Reading Association Member, Reading Recovery Association of North America Member, Massachusetts Association of College and University Reading Educators (M.A.C.U.R.E.) Member

END OF RESUME FOR JEAN-MARIE KAHN

ATTACHMENT B. School Improvement Plan:

Please See Attached

ATTACHMENT C. Approval Calendar or Timetable:

Please See Attached